

Charlottesville High School 2009-10

Teacher

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Classroom

D154

¡BIENVENIDOS A LA CLASE DE ESPAÑOL! AP LENGUA

Querido estudiante,

You have made the choice to further your study of Spanish, and this year will require that you dedicate considerable time and energy to the challenge of language learning. Why do you do it?

Maybe you dream of travel! You want to go and experience the food, the people, the culture in those 22 countries where Spanish is spoken.

Or perhaps you want a stronger connection to our country's largest and fastest-growing minority community: Hispanic-Americans.

Maybe you're guessing that the ability to communicate in the world's 3rd most spoken language is a marketable skill that will look good on your resume for years to come.

Or is it that a knowledge of Spanish lets you dig deeper into your passion for the great arts - the painting, the cinema, and the literature of the world...

There are many reasons, practical and academic, to pursue Spanish. I congratulate you for choosing to study something so worthwhile. I am committed to supplying you with the tools to make your new skill work for you, and I am looking forward to a really great experience in our classroom. Again, I am here to support you in your journey.

Lastly, I'd like to encourage you to seek out opportunities beyond the classroom for applying your knowledge, spreading peace and understanding, and using this language to enrich your life. El mundo pertenece a los jóvenes: the world is your oyster.

Encantada,
la Srta. Page

Course Objectives

The AP Spanish Language course is similar to a college course in advanced Spanish conversation and composition. The course stresses the comprehension of a diverse array of Spanish-language media, as well as active communication. It will prepare students for the following college-level abilities:

- broad vocabulary acquisition
 - accurate reading of authentic media
 - aural comprehension of authentic Spanish
 - accurate written composition, formal and informal
 - effective oral expression of ideas (persuasion, description, narration)
 - communication that is easily comprehensible to native speakers
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The Exam

Students have the opportunity to take the AP Language exam on May 4, 2009.

The exam consists of the following parts:

1) Multiple Choice (50%)

Listening (20%) several short dialogues/narratives followed by two longer selections. 30-35 questions worth 20% of the total exam score.

Reading (30%) several passages followed by comprehension questions, much like the SAT.

85-90 minutes.

2) Free-Response (50%)

Writing (30%)

task 1 is to complete a paragraph with guided (root word provided) fill-in-the-blank questions.

task 2 is to do the same, without root word guidance.

task 3 is an informal, interpersonal writing task. (10 minutes)

task 4 is a formal, document-based writing task. (55 minutes)

80 minutes.

Speaking (20%)

task 1: informal role play interaction with a recorded conversation

task 2: document-based presentation to a formal audience

20 minutes.

REQUIRED MATERIALS

- course texts

Tema: *Triángulo*

Gramática: *Una Vez Más*

Literatura: *Abriendo Puertas, Tomo I&II*

- high quality Spanish/English dictionary

- 3-ring binder, dividers

- highlighter set



Behavior Expectations

It is expected that students will

- 1) Arrive to class on time, ready to learn.
 - 2) Show kindness toward one another.
 - 3) Strive for academic and personal success.
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Evaluation

Students' grades will be composed of the following:

1) Daily Work (25%)

homework
lab work
in-class work

2) Formal Assessment (75%)

quizzes
tests
projects / presentations
finalized writing

Make-up Work

Students who have been absent from class should talk 1) to their peers, and 2) to the teacher. Together the student and teacher will determine a plan for the completion of missed work. Students should try not to interrupt instruction in order to discuss make-up work. Make-up work, like all work, is the responsibility of the student.



Technology Agreement

Research shows that language learning is most efficient and effective when students practice in authentic situations. For example, it better that a student "write a letter" to a real person than to an imaginary recipient. Foreign language classrooms have long been based around the latter sort of activity...

However, recent technological developments have made it possible for students to communicate easily with Spanish speakers and classrooms worldwide. In other words, technology allows a multitude of new opportunities for authentic language practice, without requiring students to pay extra fees or even to leave the school building.

In this class, the instructor hopes to take advantage of available technologies and to engage students in authentic Spanish communication. Use of technology in our class will take place under the guidance of Charlottesville City Schools' instructional technology support staff.

In order to participate in technology-based learning activities, each student must agree that he/she will:

- follow the privacy protection instructions given by the teacher;
- refrain from inappropriate / obscene language in online communication;
- treat both their peers and outside correspondents with respect.

Student:

I have read the syllabus and I understand the expectations of this course. I agree to use technology safely and appropriately. I will do my best this year, and ask for help when I need it.

signature and date: _____

Parent/Guardian:

I have read the syllabus and I understand the expectations of this course. I grant permission for my child to participate in technology-based learning activities under teacher/staff guidance.

signature and date: _____

Syllabus Images:

PABLO PICASSO

"Don Quijote" "Paloma de la Paz"

www.globalgallery.com